Teachers' Lived Experience of the Effectiveness of Physical Education Training During Covid-19

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Abstract

The aim of this study was to investigate teachers' lived experience of the effectiveness of physical education training during Covid-19 disease. The approach of this study was qualitative and its strategy was phenomenological method. The statistical population consisted of all physical education teachers in Ardabil province. Using purposive sampling method and up to the theoretical saturation of teachers who as a model teacher, physical education expert, head of physical education and experienced teachers who were concerned with education, continued up to 15 people. The research tool was a semi-structured interview. Streubert and Carpenter (2011) methods were used for data analysis. In this study, the external arbitrator method was used to evaluate the validity of the research and two external judges monitored the research. To check the reliability, according to Silverman, three experts performed data coding and the coding results of more than 80% of the open source code were the same. According to the methodological process using $MAXQDA_{20}$ software, 63 open codes were obtained from the initial data. In the next step, the identified codes were categorized and combined based on the degree of conceptual similarity and extracted in the form of four components of the physical education system in schools during the Corona period, which in order of importance include process components, system output, system input and there was feedback. Therefore, in order to improve the effectiveness of school physical education, it is necessary to pay attention to the mentioned codes.

Keywords: Covid-19, Effectiveness, Lived experience, Physical education training

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Introduction

The outbreak of the Covid-19 disease has affected education and, in particular, the teaching methods and teaching methods of professors and teachers in some way. As a result, with the closure of universities and schools, professors, teachers, students and students must quickly adapt to distance learning. The training of professors and teachers is also necessary. The need to create learning environments (online training courses) for professors and teachers who were preparing for face-to-face education requires quick decisions (on the fly), choices and adaptations (adaptation to special conditions) to the expectations of students and students. It makes educational goals as well as the conditions in which universities and schools should operate necessary (Flores & Gago, 2020). The rapid, unexpected and forced transition from face-to-face education to distance education has brought challenges and limitations, but it has also created opportunities that should be explored. Investigating research into issues such as: 1) emergency distance education, or 2) emergency virtual education and 3) problems related to poor infrastructure of online education, lack of experience of professors and teachers, information gap (i.e. limited information and resources for all knowledge) students) and complex environment at home. In addition, other issues such as: lack of supervision and support and issues related to teachers' qualifications in using digital educational methods have also been identified. Also, as far as the training of professors and teachers is concerned, the description of how educational institutions and their audiences adapt to the phenomenon created by the outbreak of the Covid-19 disease, as well as educational strategies and innovation experiences, has been reported (Zhang et al 2020). While the report's description of the process of reaction and adaptation of educational institutions and teachers to the transition from face-to-face education to online education is appropriate, there is a need to do more work in this field. For informed and productive teaching and learning of online education, it is important to learn more about its capabilities and usage. In this way, more than emergency online education measures and the development of online education quality, learning from careful educational design and planning is essential (Hodges et al 2020).

Methodology

The approach of this qualitative study and its strategy was the phenomenological method. The statistical population of this research was made up of all physical education teachers of Ardabil province. Data collection was done in the field and interviews were used to collect data. Purposeful sampling method was used to determine the sample size, and in this study, when the number of participants in the interview reached 15 people, the researchers came to the conclusion that they reached theoretical saturation. The interview was semi-structured. All interviews were recorded and converted into written text. Open coding is the first step of extracting information or concepts that are assigned to meaningful units in the form of semantic labels Saldana (2013). In the axial coding stage, the categories obtained through coding are linked based on proximity and similarity and are combined or assembled with each other to form a theoretical conceptual image. To check the validity of the research, the external referee method was used, and two external referees monitored the research and gave advisory opinions, these people did not benefit from the research. To check the reliability, according to Silverman's opinion, three experts coded the data and the coding results of more than 80% of the open codes were the same. In order to comply with ethical considerations for the

participants in the study, the purpose of the research, the research procedures, the benefits of the research and the voluntary nature of the participation in the research were stated (Ebadi, 2010); Further, by giving the contact number and address to the participants in the research, it was possible to establish two-way communication in case of need for more information and also provide a copy of the results of the research.

Results

According to the methodological process, first, from the primary data, the codes related to the subject were determined, and 63 open codes were obtained. In the axial coding stage, four main categories of input, process, output and feedback of the physical education system were extracted. In Table 1, the semantic units, primary codes and subcategories and main categories of the virtual education system of physical education in schools during the Covid-19 era are presented.

Table 1. Primary codes and main and subcategories

Primary codes	Sub categories	Main categories
Poor feedback, lack of feedback, delayed feedback		feedback
Cultural damage, social relations, dependence on virtual space, cheating, educational injustice, fatigue, poor learning, law-abiding, absenteeism of students, access to unauthorized sites, teachers' dissatisfaction, disorganization, lack of motivation,		output
Legal problems, physical traumas, headaches, neck pain, eye weakness, spine pain, student obesity,	physical injury	
Aggression of students, nervous pressure, emotional problems, depression	psychological damage	
Happy supplementary role in face-to-face education, attention to the safety of students, number of students, incorrect evaluation, lack of time, internet speed, low internet coverage, transferring the educational role to parents, communication with the teacher, teaching uniformity, the nature of physical education lessons, content production, confidentiality, length of training process, classroom control, indirect monitoring of implementation		Process
No internet access, no phone access, manager		Entrance
Teachers' psychological pressure, unfamiliarity with virtual space, teachers' family dissatisfaction	teachers	
Students' level of education, students' inattention, students' unfamiliarity with virtual space	students	
Family illiteracy, family media literacy, family awareness level, family financial poverty	Family	
Lack of access to Shad, non-registration of some students in Shad, deletion of live broadcast, online problem, frequent downloads, update problem, automatic deletion of students' names	Shad platform	

Discussion and conclusion

The results of the research showed that in the system input category, concepts such as happy platform, teachers, students, school principal. The participants pointed out the importance of mobile phone and stated that it is very necessary for students to have a mobile phone. Also, some teachers have little

information about cyberspace and because of the changes in the education situation, they endure more psychological pressure and even this pressure is transferred to their families. Therefore, it is better to consider suitable infrastructures for virtual education so that students are more willing to attend virtual education. Also, to increase the effectiveness of teaching, a virtual platform should be provided so that all students have the ability to access education.

The results of the research indicated that in the system process category, concepts such as lack of time, internet speed, classroom control, the nature of the physical education lesson, the number of students, student safety, transfer of the role of education For parents, communication with the teacher, uniformity of teaching, content production and indirect monitoring of implementation are important. According to the participants, theory teaching is different from practice, and virtual education programs are used for students for theory courses. Since high-speed internet is not available everywhere, therefore, in this regard, education and government should take basic steps to remove existing obstacles and support low-income people by making online education free.

The results of the research indicated that in the output part of the system, concepts such as poor learning of students, absenteeism of students, cultural and social harms, fraud, legal problems, dissatisfaction Teachers, fatigue, educational injustice and access to unauthorized sites are important. In order to reduce the inequality among students, a platform should be provided so that students who do not have access to virtual space to benefit from virtual education, on the other hand, teachers should be asked to avoid any educational inequality, considering Equality of conditions for all students to use the same teaching method.

The results of the research indicated that in the feedback section of the system, there are concepts such as weak feedback and delay in feedback and in some cases there is no feedback. In order to clarify the situation of the students and to inform the parents about the academic status of the students, timely feedback should be given, and with this, the parents can actively monitor the performance of the students.

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